

POLICY ANALYSIS AND PROPOSED IMPLEMENTATION PLAN OF LB 653
September 2007

Section One: The current assessment system – STARS; Present 2009-10
Section Two: The new assessment system – STARS II; 2009 Beyond

SECTION ONE: CURRENT ASSESSMENT SYSTEM – S T A R S Present 2009-10

Citations	Analysis	Implementation
<p><u>Sec. 2 (1) Assessment means the process of measuring student achievement and progress on state and locally adopted standards.</u></p> <p><u>(2) Assessment instrument means a test aligned with state and local standards that is designed to measure student progress and achievement;</u></p> <p><u>(3) Assessment portfolio means the compilation of assessment practices and procedures, assessment instruments, and national assessment instruments used by a school district in meeting assessment and reporting requirements; and</u></p> <p><u>(4) National assessment instrument means a nationally norm-referenced test developed and scored by a national testing service.</u></p> <p>Sec. 3. <u>For school years prior to 2009-10 the</u> State Board of Education shall implement a statewide system for the assessment of student learning and for reporting the performance of school districts and learning communities <u>pursuant to this section.</u> The assessment and reporting system shall test student knowledge of subject matter materials covered by the measurable model academic content standards approved by the state board. The state board shall adopt an assessment and reporting plan and begin implementation of the assessment and reporting system in the 2000-01 school year beginning with the assessment of reading and writing. The state board shall prescribe statewide assessments of writing that rely on writing samples beginning in the spring of 2001 with students in each of the three grades selected by the state board. The state board shall adopt an assessment and reporting system in the 2000-01 school year beginning with the assessment of reading and writing. The state board shall prescribe statewide assessments of writing that rely on writing samples beginning the spring of 2001 with students in each of three grades selected by the state board. For each academic year thereafter, one of the three selected grades shall participate in the statewide writing assessment. The state board shall develop an assessment system and prescribe statewide assessments for the subject areas of reading, mathematics, science, social studies, and history. The assessment and reporting system for each subject area, except writing shall be based on locally developed assessments the first year.</p> <p>(b) Following the first assessment in each subject area, except</p>	<p>New definitions have been added.</p> <ul style="list-style-type: none">• Definitions are applied throughout• STARS (as currently implemented) remains in place for school years prior to 2009-10.	

writing, the State Department of Education shall contract with independent, recognized assessment experts to review and rate locally developed assessments. The department shall identify the criteria for rating the model assessments. The assessment experts shall identify not more than four model assessments receiving the highest ratings. Districts shall thereafter adopt one of the four model assessments and may, in addition, adapt their locally development assessments.

(c) The aggregate results of any assessments required by the state board pursuant to this section shall be reported by the district on a building basis to the public in that district, to the learning community coordinating council if such district is a member of a learning community, and to the department. Each learning community shall also report the aggregate results of any assessments required by the state board pursuant to this section to the public in that learning community and to the department.

(d) The department shall report the aggregate results of any assessments required by the state board pursuant to this section on a learning community, district, and building basis as part of the statewide assessment and reporting system.

(2) The purposes of the assessment and reporting system described in subsection (1) of this section are to:

(a) Determine how well public schools are performing in terms of achievement of public school students related to the model state academic content standards;

(b) Report the performance of public schools based upon the results of the assessment;

(c) Provide information for the public and policymakers on the performance of public schools; and

(d) Provide for the comparison of among Nebraska public schools ~~to their peers and to school systems of other states and other countries and the comparison of Nebraska public schools to public schools in the nation and the world.~~

(3) (a) The assessment and reporting plan described in subsection (1) of this section shall:

(i) Provide for the confidentiality of the results of individual students, and

(ii) Include ~~include~~ all public schools and all public school students.

(b) The state board shall adopt criteria for the inclusion of students with disabilities, students entering the school for the first time, and students with limited English proficiency.

~~(4) The assessment and reporting plan shall provide for the confidentiality of the individual students.~~

~~(5) The State Board shall adopt and promulgate rules and regulations to carry out this section.~~

DRAFT

- Comparison “of” was changed to comparison “among” Nebraska public schools.
- Comparison will occur between public schools in the nation and world.

DRAFT

In the fall of 2007, the State of the Schools Report will include:

- Tools to compare Nebraska public schools in state
- Comparison to public schools in the United States
- ACT/NAEP scores for the state and nation
- Links to national websites

ASSESSMENT AND REPORTING

Citations	Analysis	Implementation
<p>Sec. 4. (1) <u>For school year 2009-10 and each school year thereafter, the State Board of Education shall implement a statewide system for the assessment of student learning and for reporting the performance of school districts and learning communities pursuant to this section. The assessment and reporting system shall measure student knowledge of subject matter materials covered by measurable academic content standards selected by the state board.</u></p> <p><u>(2) The state board shall adopt a plan for an assessment and reporting system and implement and maintain the assessment and reporting system. The state board shall select three grade levels for assessment and reporting. The purposes of the system are to:</u></p> <p><u>(a) Determine how well public schools are performing in terms of achievement of public school students related to the state academic content standards;</u></p> <p><u>(b) Report the performance of public schools based upon the results of state assessment instruments and national assessment instruments;</u></p> <p><u>(c) Provide information for the public and policymakers on the performance of public schools; and</u></p> <p><u>(d) Provide for the comparison among Nebraska public schools and the comparison of Nebraska public schools to public schools elsewhere.</u></p> <p>Sec. 4 (3) <u>The state board shall prescribe a statewide assessment of writing that relies on writing samples in each of three grades selected by the state board. Each year at least one of the three selected grades shall participate in the statewide writing assessment with each selected grade level participating at least once every three years.</u></p>	<p><u>Assessment and Reporting beginning in 2009-10 will include:</u></p> <ul style="list-style-type: none">• Statewide reporting of performance in school districts and learning communities.• Assessment of student knowledge on standards• Performance in three grade levels selected by State Board.• Results from a statewide assessment of writing in three grade levels selected by the State Board. <p>DRAFT</p>	<p>Sec. 4 (1) The State Board of Education continues current assessment system, STARS.</p> <ul style="list-style-type: none">• Reporting of achievement shall continue in reading, mathematics, science and social studies.• System will include rating schools on how well schools are performing in quality of assessment and student performance on standards.• System will include national test information.• The State board will annually inform the public and policy makers about public school performance.• System will include an analysis tool to compare Nebraska schools. <p>Sec. 4 (3) The State Board shall continue the statewide writing assessment in three grades.</p> <p>DRAFT</p>

ASSESSMENT OF READING

Citations	Analysis	Implementation
<p>Sec. 4 (4) <u>For school year 2009-10 and for each school year thereafter, the state board shall prescribe a statewide assessment of reading that is based on model assessments developed pursuant to section 79-760. The reading assessment instruments shall be developed in collaboration with educational service units and be approved by a majority of the educational service unit administrators. The statewide assessment of reading shall include assessment instruments for each of the grade levels and standards selected by the state board.</u></p>	<p><u>New Statewide Assessment of Reading, 2009-10</u></p> <p>State Board will prescribe a statewide assessment of reading based on STARS. It will:</p> <ul style="list-style-type: none">• Include assessment instruments for each of the grade levels and standards selected by the State Board.• Be developed in collaboration with educational service units.• Be approved by a majority of the educational service unit administrators.	<p>Sec. 4 (4) Beginning in 2009-10 STARS will include a reading performance assessment modeled after the statewide writing assessment. The new STARS assessment of reading will:</p> <ul style="list-style-type: none">• Meet the Six Quality Assessment Criteria developed by the state.• Be disseminated and scored at the state level• Be developed in collaboration with the Educational Service Units.• Be approved by the majority of Educational Service Unit administrators. <p>*The Reading Performance Assessment will:</p> <ul style="list-style-type: none">• Be based upon the reading standards to be developed/revised before 2009-10.• Be administered in three grades, determined by the State Board.• Serve as a complementary assessment instrument within STARS <p>*This plan will require NCLB approval.</p>

ASSESSMENT OF MATHEMATICS

Citations	Analysis	Implementation
<p>Sec. 4 (5) <u>For school year 2010-11 and for each school year thereafter, the state board shall prescribe a statewide assessment of mathematics that is based on model assessments developed pursuant to section 79-760. The mathematics assessment instruments shall be developed in collaboration with educational service units and be approved by a majority of the educational service unit administrators. The statewide assessment of mathematics shall include assessment instruments for each of the grade levels and standards selected by the state board.</u></p>	<p><u>New Statewide Assessment of Mathematics, 2010-2011</u> State Board will prescribe a statewide assessment of mathematics based on STARS. It will:</p> <ul style="list-style-type: none">• Include assessment instruments for each of the grade levels and standards selected by the State Board.• Be developed in collaboration with educational service units.• Be approved by a majority of the educational service unit administrators.	<p>Sec. 4 (5) Beginning in 2010-11 STARS will include a mathematics performance assessment modeled after the Statewide Writing Assessment. The new STARS assessment of mathematics will:</p> <ul style="list-style-type: none">• Meet the Six Quality Criteria identified by the state.• Be disseminated and scored at the state level.• Be developed in collaboration with the Educational Service Units.• Be approved by the majority of Educational Service Unit administrators. <p>*The Mathematics Performance Assessment will:</p> <ul style="list-style-type: none">• Be based upon the mathematics standards to be developed/revised before 2010-2011..• Be administered in three grades, determined by the State Board.• Serve as a complementary assessment instrument within STARS. <p>*This plan will require NCLB approval.</p>

DRAFT

DRAFT

PORTFOLIO DEVELOPMENT

Citations	Analysis	Implementation
<p>Sec. 4 (6) School districts shall develop assessment portfolios. Such assessment portfolios may be developed through school district collaboration with educational service units and learning communities or through interlocal agreements. Educational service units shall conduct a peer review of local district assessments annually. Educational service units shall submit documentation of the district portfolios for review by the State Department of Education not more than once every three years. Assessment portfolios shall include all assessment instruments required by the state board and by the Quality Education Accountability Act.</p>	<p><u>Portfolio Development – 2009-10</u> School districts shall develop assessment portfolios. The portfolios:</p> <ul style="list-style-type: none"> • May be developed in collaboration with ESU’s, learning communities, or inter-local agencies. • Shall be reviewed annually. • Shall be reviewed by the state not more than once every three years. • Shall include all assessment instruments required by the State Board and Quality Education Accountability Act. 	<p>Sec. 4 (6) School districts are responsible for assessment development and to document assessment quality for STARS. Districts may do the work individually or choose to do this in a consortium.</p> <ul style="list-style-type: none"> • ESU’s will offer support, training and review of assessment quality procedures. • ESU’s will conduct a peer review of local district assessments annually. • The Department of Education will outline a process for the ESU annual peer review. • Once every three years the assessment quality documentation will be reviewed by the Nebraska Department of Education. • Every three years each school district will be rated for the quality of their assessment portfolios.

DRAFT

DRAFT

RATING CRITERA

Citations	Analysis	Implementation
<p><u>Sec. 4 (7) The department shall identify criteria for rating assessment instruments and assessment portfolios. The department shall establish statewide minimum proficiency levels for local assessments and shall include proficiency levels in the rating of assessment instruments and assessment portfolios. The department shall contract with independent, recognized assessment experts to review and rate locally developed assessment instruments and portfolios according to such criteria and proficiency levels.</u></p>	<p><u>Rating Criteria</u></p> <ul style="list-style-type: none">• The department shall identify criteria for rating assessment instruments and assessment portfolios.• The department shall establish statewide minimum proficiency levels for local assessments.• The department shall include proficiency levels in the rating of assessment instruments and assessment portfolios.• The department shall contract with independent recognized assessment experts to review and rate locally developed assessment instruments. <p>DRAFT</p>	<p>Sec. 4 (7) The Department will identify, review and monitor the Six Quality Assessment Criteria used for rating assessment instruments and portfolios. Assessment experts will assist in the review.</p> <p>The Department will draft performance level descriptors that describe the minimum proficiency level for assessments. The performance level descriptors:</p> <ul style="list-style-type: none">• Will be written for all content areas (reading, mathematics, science, and social studies.)• Will be added to the assessment scoring rubric effective in 2009-10.• Will be used in the annual review by the Educational Service Units.• Will be used in the review/rating process conducted by the Department every three years. <p>DRAFT</p>

VERIFICATION STUDIES

Citations	Analysis	Implementation
<p><u>Sec. 4 (8) The department shall conduct studies to verify the technical quality of assessment instruments and demonstrate the comparability of assessment instrument results required by the Quality Education Accountability Act. The department shall annually report such findings to the Governor, the Legislature, and the State Board of Education.</u></p> <p><u>Sec. 4 (9) The State Board of Education shall recommend national assessment instruments for the purpose of national comparison. Each school district shall include national assessment instruments in its assessment portfolio.</u></p>	<p><u>Verification Studies</u> will be:</p> <ul style="list-style-type: none">• Conducted annually to verify the technical quality of assessment instruments and demonstrate the comparability of assessment instrument results.• Reported annually to the Governor, the Legislature, and the State Board of Education. <p><u>Norm Referenced Test(s)</u> will:</p> <ul style="list-style-type: none">• Be recommended by the State board for the purpose of national comparison.• Be included in district portfolios. <p>DRAFT</p>	<p>Sec. 4 (8) The Department will contract with researchers to conduct studies on the technical validity and will share the study results with the appropriate policy makers.</p> <p>Sec. 4 (9)</p> <ul style="list-style-type: none">• The State Board of Education shall recommend the norm-referenced tests to be administered by school districts.• Districts shall include evidence of the administration of NRT in their assessment portfolios. <p>DRAFT</p>

REPORTING

Citations	Analysis	Implementation
<p><u>Sec. 4 (10) The aggregate results of assessment instruments and national assessment instruments shall be reported by the district on a building basis to the public in that district, to the learning community coordinating council if such district is a member of a learning community, and to the department. Each learning community shall also report the aggregate results of any assessment instruments and national assessment instruments to the public in that learning community and to the department. The department shall report the aggregate results of any assessment instruments and national assessment instruments on a learning community, district, and building basis as part of the statewide assessment and reporting system.</u></p> <p><u>Sec. 4 (11) (1) The assessment and reporting plan shall:</u></p> <p><u>(i) Provide for the confidentiality of the results of individual students; and</u></p> <p><u>(ii) Include all public schools and all public school students.</u></p> <p><u>(b) The state board shall adopt criteria for the inclusion of students with disabilities, students entering the school for the first time, and students with limited English proficiency.</u></p>	<p><u>Reporting shall:</u></p> <ul style="list-style-type: none">• Occur on a building basis to the public and to the learning community coordinating council.• Be reported in the aggregate for each learning community.• Occur in the aggregate to provide for the confidentiality of students.• Include all public schools and students.• Shall be based upon criteria for including students with disabilities, students entering school for the first time and students with limited English proficiency.	<p>Reporting will continue as it currently exists on the State of the Schools report with the following addition:</p> <ul style="list-style-type: none">• Learning community reports will be added.

DRAFT

DRAFT

--	--	--

STANDARDS REVISION

Citations	Analysis	Implementation
------------------	-----------------	-----------------------

Sec. 5. 79-760.01 The State Board of Education shall adopt measurable model academic content standards for at least three grade levels. ~~no later than July 1, 2001. The standards for each subject area shall be adopted prior to the implementation of the assessment and reporting system under section 79-760 for that subject area, beginning with writing and reading.~~ The standards shall cover the subject areas of reading, writing, mathematics, science and social studies, ~~and history.~~ The standards adopted shall be sufficiently clear and measurable to be used for testing student performance with respect to mastery of the content described in the state standards. The State Board of Education shall develop a plan to review and update standards for each subject area every five years. The state board shall review and update the standards in reading by July 1, 2009, the standards in mathematics by July 1, 2010, and the standards in all other subject areas by July 1, 2013. The state board plan shall include a review of commonly accepted standards adopted by school districts.

Sec. 6 79-760.02 In accordance with timelines that are adopted by the State Board of Education, but in no event later than ~~July 1, 2003, one year following the adoption or modification of state standards,~~ each school district shall adopt measurable quality academic content standards in the subject areas of reading, writing mathematics, science and social studies, ~~and history.~~ The standards may be the same as, or may be equal to or exceed in rigor, the measurable model academic content standards adopted by the state board and shall cover at least the same grade levels. School districts may work collaboratively with educational service units, with learning communities, or through interlocal agreements to develop such standards. Educational service units and learning communities shall develop a composite set of standards shared by member school districts. The State Department of Education shall adopt and promulgate appropriate rules and regulations to insure the rigor of the measurable quality academic content standards.

Standards Revision

The State Board shall develop a plan and adopt timelines to renew and update and adopt or modify model academic content standards for each subject area every five years.

The State Board plan shall allow for:

- a review of commonly accepted standards adopted by school districts.
- designation of measurable model academic content standards in at least three grade levels in:
 - reading by July 1, 2009
 - mathematics by July 1, 2010
 - all other subject areas by July 1, 2013

• review of rules and regulations to insure rigor; revise if necessary.

Each school district shall adopt measurable quality academic content standards in the subject areas of reading, writing, mathematics, science, and social studies in accordance with the timelines.

ESU's and learning communities shall develop a composite set of standards shared by member school districts.

DRAFT

Draft Standards Revision Timeline

- | | |
|------------------------|---|
| August-September, 2007 | ✓ State Board develops and adopts Reading/Writing (R/W) Standards Review Plan |
| September, 2007 | ✓ Research and review of other state's R/W content standards
✓ Formulation of statewide work groups |
| October, 2007 | ✓ Report of research findings
✓ Statewide work groups meet and begin working |
| October-December, 2007 | ✓ Initial draft of R/W standards developed
✓ Gather additional input across state |
| January-March, 2008 | ✓ Statewide work groups continue work
✓ Second draft of R/W standards developed
✓ Additional statewide input gathered |
| April, 2008 | ✓ Final Draft of R/W standards developed
✓ External validation process |
| May-June 2008 | ✓ Final draft of revised R/W delivered to the State Board |
- Work on Mathematics, Science, and Social Studies will follow a similar process. Projected dates to begin work on other content areas are as follows:
Mathematics – Spring 2008
Science – Spring 2009
Social Studies – Spring 2010

DRAFT

GRADES K-3

Citations	Analysis	Implementation
Sec. 7. (1) <u>For each learning community, any</u>	<u>Grades K-3</u>	Sec. 7, (1) All service units that have learning communities shall:

educational service units that have member school districts that are part of such learning community shall develop and implement a joint plan to establish grade level standards and provide for developmentally appropriate assessment of students in grades kindergarten through three. The joint plan shall include, but not be limited to, the subject areas of reading and mathematics and shall be developed to measure student progress toward such standards.

- Learning communities shall:
- Develop and implement a joint plan to establish grade level standards and provide for developmentally appropriate assessment of students in grades K-3.
- Include the subject areas of reading and mathematics and shall be developed to measure student progress toward such standards.

DRAFT

- Develop and implement plans for formal adoption of at least reading and mathematics standards in K-3.
- Include in the plan the appropriate measurement of student progress on the K-3 standards.

DRAFT

COORDINATOR

Citations	Analysis	Implementation
<p><u>Coordinator</u></p> <p>(2) <u>The coordinator appointed pursuant to section 79-11,150 and the State Department of Education shall provide assistance in the development of the standards and assessment described in subsection (1) of this section.</u></p> <p><u>Statewide System for Tracking Individual Student Achievement</u></p> <p>(3) <u>School districts shall report data collected pursuant to the plan described in subsection (1) of this section to such educational service units. The data shall conform with the data collection procedures established for the student identifier system pursuant to section 8 of this act.</u></p> <p><u>Sec. 8. (1) The State Board of Education shall implement a statewide system for tracking individual student achievement, using the student identifier system of the State Department of Education, that can be aggregated to track student progress by demographic characteristics, including, but not limited to, race, poverty, high mobility, attendance, and limited English proficiency, on available measures of student achievement which include, but need not be limited to, national assessment instruments, state assessment instruments, local assessment instruments, and other similar measures. Such a system shall be designed so as to aggregate student data by available educational input characteristics, which may include class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and other targeted education programs. School districts shall provide the department with individual student achievement data as requested in order to implement the statewide system.</u></p> <p>(2) <u>The department and the coordinator appointed pursuant to section 79-11,150 shall annually analyze and report on student achievement for the state, each school district, and each learning community aggregated by the demographic characteristics described in subsection (1) of this section. The department shall report the findings to the Governor, the Legislature, school districts, educational service units, and each learning community. Such analysis shall include aggregated data that would indicated differences in achievement due to available educational input characteristics described in subsection (1) of this section. Such analysis shall include indicators of progress toward state achievement goals for students in poverty, limited English proficient students, and highly mobile students according to the plan developed by the coordinator pursuant to section 79-11,150.</u></p>	<p><u>Coordinator</u></p> <p>The coordinator and the department shall provide assistance to learning communities in the development of the standards and assessment for grades K-3.</p> <p><u>School districts in learning communities will report to Service Units on K-3 standards:</u> The Service Units will have to establish a procedure for collection of individual student assessment results using the NDE Student Identifier.</p> <p><u>Statewide System for Tracking Individual Student Achievement</u></p> <p>The State Board shall implement a statewide system for tracking individual student achievement using the student identifier system of the department that can be aggregated to track student progress by:</p> <ul style="list-style-type: none">• Demographic characteristics:<ul style="list-style-type: none">✓ race✓mobility✓poverty✓attendance✓limited English proficiency•Available measures of student achievement:<ul style="list-style-type: none">✓national assessment instruments✓state assessment instruments✓local assessment instruments <p>DRAFT</p> <p>Such a system shall be designed to aggregate student data by available input characteristics which may include:</p> <ul style="list-style-type: none">✓class size✓federal programs✓teacher education✓teacher experience✓special education✓early childhood✓other targeted educational programs	<p>The department shall hire a Coordinator:</p> <ul style="list-style-type: none">• A job description needs to be developed and agreement.• Coordinator shall establish state achievement goals for the students in poverty, LEP, and highly mobile students. <p>Educational service units will develop procedures to incorporate the student ID into K-3 data collection</p> <ul style="list-style-type: none">• Include K-3 data in the statewide record system <p>The NSSRS (Nebraska Student and Staff Record System) will be the state system of record in 2007-08.</p> <ul style="list-style-type: none">• The demographics required by the law will be part of the NSSRS• A new procedure for capturing mobility will need to be developed.• School districts will report both STARS results and results of national assessments via the NSSRS.• Reporting will be by individual student and must include the NDE Student ID. <p>DRAFT</p>

	<p>School districts shall provide the department with individual student achievement data.</p> <p>The department and coordinator shall annually analyze and report on student achievement for the state, each school district and each learning community.</p> <p>The analysis will be disaggregated by input characteristics</p> <p>The department shall report findings to the Governor, the Legislature, school districts, ESU's and each learning community.</p> <p>DRAFT</p>	<p>NDE will contract for the data analysis and reporting. NDE will develop a report generator that will allow users to access data based on disaggregating requirements in this section.</p> <p>See above</p> <p>See above</p> <p>DRAFT</p>
--	--	--